

LONDON BOROUGH OF HAVERING



**ST. URSULA'S
CATHOLIC PRIMARY SCHOOL**

*“With God at the heart of our St. Ursula’s family, we welcome all as
we learn and grow together”*

ACCESSIBILITY PLAN

Autumn 2024

1. Aims

St Ursula's Catholic Primary School is required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At St Ursula's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Strand 1: How does your school deliver the curriculum?		
Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X	
Are your classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X	
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X	
Do you provide access to computer technology appropriate for students with disabilities?	X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X	
Are there high expectations of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

Strand 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	X	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	X	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		X
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		X
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		X
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?		X
Are areas to which pupils should have access well lit?	X	
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?	X	
Is furniture and equipment selected, adjusted and located appropriately?	X	

Strand 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams?	x	
Do you have the facilities such as ICT to produce written information in different formats?	x	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	x	

4. Action Plan 2024-27

Strand 1: Increasing curriculum engagement

Continually improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes. All children have always had access to arrange of after school clubs, leisure and cultural activities and educational visits.

Target	Action	Success Criteria	By
To increase the awareness of staff of different types of SEN/disabilities and the best way to support children with these needs	Providing a workforce plan to raise the awareness and understanding.	All support staff will feel confident in their knowledge of SEN/disabilities and will feel able offer different types of support strategies	
To improve explicit tracking of SEN achievement and feeding back to teachers	SEND Pupil progress tracked by SENDCo during Pupil Progress meetings. CAPs explicitly detail SEND provision and impact. Analysis of provision maps half termly to ensure SEN children are getting the extra support they need. Ensure children with an IEP are tracked and monitored using Edukey.	Clear overview of SEND provision, progress and attainment for all stakeholders. Closing the attainment gap between SEND and Non-SEND.	
To monitor patterns of participation in after school clubs for children with SEND	Analysing extended school provision to ensure participation for children with SEND.	Children with SEN are well-represented in after-school provisions and other extra-curricular clubs.	
To ensure we hear the pupil voice of those children with SEN/disabilities	SEND pupils to be represented in Pupil voice groups across the school. Termly pupil surveys to provide honest and authentic views of all pupils including SEND.	Pupils with SEN feel that they are being heard and have a say in their support and provision.	

Strand 2: Developing the Physical Environment

St Ursula's is continuing to grow and develop. We have recently improved our SEND provision with a new sensory room. We hope to invest more in our facilities and continue to de-clutter the school. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Action	Success Criteria	By
Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary	<p>Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be.</p> <p>Improving signage for different year groups collection points (including arrows to show direction or other visual pictorial aides.)</p> <p>Headteacher (SLT) and governors along with premises staff to walk around the school site to see how it would look like to a visitor / new parent arriving on site.</p> <p>Improving site security to ensure areas of the school that should not be accessed by pupils are only accessible through use of key cards or codes.</p>	<p>For all pupils and staff to be able to move around outside the building easily and safely</p> <p>Clear, well displayed signage is available and the school is accessible for all. The school looks well-cared for and smart</p> <p>Fencing around all playgrounds are secure to ensure children do not access the school car park. Internal doors with locks ensure children remain safely in their designated areas.</p>	

Strand 3: Developing the delivery of Information

We make written information that is normally provided by the school to its pupils available to disabled pupils. Examples of this include handouts, textbooks and information about school events. Information shared takes in to account pupils' disabilities and pupils' and parents' preferred formats and is made available within a reasonable timeframe. In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need.

Target	Action	Success Criteria	By
To further develop how information is shared to staff, students and parents in a way that is user friendly for all people with disabilities.	<p>Information sharing audit to be completed to review ways in which information is shared.</p> <p>School stakeholder survey to take place to gain feedback on the school's information sharing systems.</p> <p>Communicating with the school community the accessible formats.</p>	<p>All information shared by the school is available and easily accessed.</p> <p>All stake holders are aware of the accessible formats available to them.</p>	



Signed: _____

Head teacher



Signed: _____

Governing Body

Date: 11th December 2024